



Project Learning Tree's ***Exploring
Environmental Issues: Municipal
Solid Waste***

Correlation of Activities to the
California English-Language
Arts Content Standards
Grades 6–12

August 2002

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Material in these tables, except for Project Learning Tree correlations, is extracted from the following document published by the California State Board of Education:

English-Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve

For more information about this and other Project Learning Tree curricula, contact the American Forest Foundation, 1111 19th Street, NW, Suite 780, Washington, D.C. 20036, (202) 463-2462 (Web site: www.plt.org). In California, call Kay Antunez, (916) 653-7958 (e-mail: kay.Antunez@fire.ca.gov).

For training workshops on Project Learning Tree's *Exploring Environmental Issues: Municipal Solid Waste*, contact the California Integrated Waste Management Board's Office of Integrated Environmental Education at (916) 341-6769.

Grade 6

Reading

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

Structural Features of Informational Materials

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

Project Learning Tree—Municipal Solid Waste

Introduction to Municipal Solid Waste: The Waste Stream

- 2.2 Analyze text that uses the compare-and-contrast organizational pattern.

Project Learning Tree—Municipal Solid Waste

Waste-to-Energy

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.

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Introduction to Municipal Solid Waste: The Waste Stream

Waste-to-Energy

- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

Project Learning Tree—Municipal Solid Waste

Where Does Your Garbage Go?

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

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Introduction to Municipal Solid Waste: The Waste Stream

Where Does Your Garbage Go?

Take Action: Success Stories and Personal Choices

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

2.3 Write research reports:

- A. Pose relevant questions with a scope narrow enough to be thoroughly covered.
- B. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
- C. Include a bibliography.

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Where Does Your Garbage Go?

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Organization and Delivery of Oral Communication

- 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.

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Source Reduction

Waste-to-Energy

Landfills

- 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.

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Introduction to Municipal Solid Waste: The Waste Stream

Source Reduction

Waste-to-Energy

Landfills

- 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.

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Source Reduction

Waste-to-Energy

- 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

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Waste-to-Energy

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

2.2 Deliver informative presentations:

- A. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
- B. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).

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Introduction to Municipal Solid Waste: The Waste Stream
Waste-to-Energy

2.4 Deliver persuasive presentations:

- A. Provide a clear statement of the position.
- B. Include relevant evidence.
- C. Offer a logical sequence of information.
- D. Engage the listener and foster acceptance of the proposition or proposal.

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Source Reduction
Waste-to-Energy

2.5 Deliver presentations on problems and solutions:

- A. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
- B. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

Project Learning Tree—*Municipal Solid Waste*

Introduction to Municipal Solid Waste: The Waste Stream
Source Reduction
Landfills

Grade 7

Reading

1.0. Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

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Composting

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

Structural Features of Informational Materials

- 2.2 Locate information by using a variety of consumer, workplace, and public documents.

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Source Reduction

Waste-to-Energy

Where Does Your Garbage Go?

- 2.3 Analyze text that uses the cause-and-effect organizational pattern.

Project Learning Tree—*Municipal Solid Waste*

Waste-to-Energy

Writing

1.0. Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Organization and Focus

- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

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Where Does Your Garbage Go?

Research and Technology

- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.

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Where Does Your Garbage Go?

Take Action: Success Stories and Personal Choices

- 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

Project Learning Tree—*Municipal Solid Waste*

Where Does Your Garbage Go?

Take Action: Success Stories and Personal Choices

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:

2.3 Write research reports:

- A. Pose relevant and tightly drawn questions about the topic.
- B. Convey clear and accurate perspectives on the subject.
- C. Include evidence compiled through the formal research process (e.g., use of a card catalog, Reader's Guide to Periodical Literature, a computer catalog, magazines, newspapers, dictionaries).
- D. Document reference sources by means of footnotes and a bibliography.

Project Learning Tree—*Municipal Solid Waste*

Where Does Your Garbage Go?

2.5 Write summaries of reading materials:

- A. Include the main ideas and most significant details.
- B. Use the student's own words, except for quotations.
- C. Reflect underlying meaning, not just the superficial details.

Project Learning Tree—*Municipal Solid Waste*

Introduction to Municipal Solid Waste: The Waste Stream

Listening and Speaking

1.0. Listening and Speaking Strategies

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

Comprehension

- 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.

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Waste-to-Energy

Organization and Delivery of Oral Communication

- 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.

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Introduction to Municipal Solid Waste: The Waste Stream

Waste-to-Energy

Landfills

- 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.

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Source Reduction

Waste-to-Energy

- 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

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Waste-to-Energy

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:

- 2.2 Deliver oral summaries of articles and books:

- A. Include the main ideas of the event or article and the most significant details.
- B. Use the student's own words, except for material quoted from sources.
- C. Convey a comprehensive understanding of sources, not just superficial details.

Project Learning Tree—*Municipal Solid Waste*

Introduction to Municipal Solid Waste: The Waste Stream

- 2.4 Deliver persuasive presentations:

- A. State a clear position or perspective in support of an argument or proposal.
- B. Describe the points in support of the argument and employ well-articulated evidence.

Project Learning Tree—*Municipal Solid Waste*

Source Reduction

Waste-to-Energy

Landfills

Grade 8

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

Vocabulary and Concept Development

- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

Project Learning Tree—*Municipal Solid Waste*
Composting

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

Structural Features of Informational Materials

2.2 Analyze text that uses proposition and support patterns.

Project Learning Tree—*Municipal Solid Waste*
Waste-to-Energy

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Research and Technology

1.5 Achieve an effective balance between researched information and original ideas.

Project Learning Tree—*Municipal Solid Waste*
Where Does Your Garbage Go?
Take Action: Success Stories and Personal Choices

2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:

2.3 Write research reports:

- A. Define a thesis.
- B. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
- C. Use a variety of primary and secondary sources and distinguish the nature and value of each.
- D. Organize and display information on charts, maps, and graphs.

Project Learning Tree—*Municipal Solid Waste*
Where Does Your Garbage Go?

2.6 Write technical documents:

- A. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.

- B. Include all the factors and variables that need to be considered.
- C. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

Project Learning Tree—*Municipal Solid Waste*

Where Does Your Garbage Go?

Listening and Speaking

1.0 Listening and Speaking Strategies

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Organization and Delivery of Oral Communication

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.

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Introduction to Municipal Solid Waste: The Waste Stream

Waste-to-Energy

- 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.

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Waste-to-Energy

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

- 2.3 Deliver research presentations:
 - A. Define a thesis.
 - B. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
 - C. Use a variety of primary and secondary sources and distinguish the nature and value of each.
 - D. Organize and record information on charts, maps, and graphs.

Project Learning Tree—*Municipal Solid Waste*

Introduction to Municipal Solid Waste: The Waste Stream

- 2.4 Deliver persuasive presentations:
 - A. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
 - B. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.

- C. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
- D. Maintain a reasonable tone.

Project Learning Tree—*Municipal Solid Waste*

Source Reduction

Waste-to-Energy

Landfills

Grades 9 and 10

Reading

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Generate relevant questions about readings on issues that can be researched.

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Waste-to-Energy

- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

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Waste-to-Energy

- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.

Project Learning Tree—*Municipal Solid Waste*

Introduction to Municipal Solid Waste: The Waste Stream

Waste to Energy

Writing

1.0 Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

Research and Technology

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

Project Learning Tree—*Municipal Solid Waste*

Source Reduction

Waste-to-Energy

Where Does Your Garbage Go?

- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

Project Learning Tree—*Municipal Solid Waste*

Waste-to-Energy

Where Does Your Garbage Go?

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students:

- 2.3 Write expository compositions, including analytical essays and research reports:
- A. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - B. Convey information and ideas from primary and secondary sources accurately and coherently.
 - C. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - D. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
 - E. Anticipate and address readers' potential misunderstandings, biases, and expectations.
 - F. Use technical terms and notations accurately.

Project Learning Tree—*Municipal Solid Waste*

Where Does Your Garbage Go?

- 2.5 Write business letters:
- A. Provide clear and purposeful information and address the intended audience appropriately.
 - B. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
 - C. Highlight central ideas or images.
 - D. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

Project Learning Tree—*Municipal Solid Waste*

Source Reduction

Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.

Project Learning Tree—*Municipal Solid Waste*
Source Reduction

Organization and Delivery of Oral Communication

- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.

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Landfills

- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.

Project Learning Tree—*Municipal Solid Waste*
Waste-to-Energy
Landfills

- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.

Project Learning Tree—*Municipal Solid Waste*
Source Reduction
Waste-to-Energy
Landfills

- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

Project Learning Tree—*Municipal Solid Waste*
Source Reduction
Waste-to-Energy

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

- 2.2 Deliver expository presentations:
- A. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
 - B. Convey information and ideas from primary and secondary sources accurately and coherently.
 - C. Make distinctions between the relative value and significance of specific data, facts, and ideas.
 - D. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
 - E. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
 - F. Use technical terms and notations accurately.

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Introduction to Municipal Solid Waste: The Waste Stream
Landfills

- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
- A. Structure ideas and arguments in a coherent, logical fashion.
 - B. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
 - C. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
 - D. Anticipate and address the listener's concerns and counterarguments.

Project Learning Tree—*Municipal Solid Waste*

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Waste-to-Energy
Landfills

Grades 11 and 12

Reading

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine through Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

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Source Reduction

Waste-to-Energy

Expository Critique

- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

Project Learning Tree—*Municipal Solid Waste*

Waste-to-Energy

Writing

1.0 Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Research and Technology

- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

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Source Reduction

Waste-to-Energy

Where Does Your Garbage Go?

- 1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

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Where Does Your Garbage Go?

- 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

Project Learning Tree—*Municipal Solid Waste*

Where Does Your Garbage Go?

Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

- 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

Project Learning Tree—*Municipal Solid Waste*
Source Reduction

- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

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Source Reduction

Organization and Delivery of Oral Communication

- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

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- 1.8 Use effective and interesting language, including:
- A. Informal expressions for effect
 - B. Standard American English for clarity
 - C. Technical language for specificity

Project Learning Tree—*Municipal Solid Waste*
Source Reduction
Waste-to-Energy
Landfills

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

- 2.4 Deliver multimedia presentations:
- A. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMS, online information, television, videos, and electronic media-generated images.
 - B. Select an appropriate medium for each element of the presentation.
 - C. Use the selected media skillfully, editing appropriately and monitoring for quality.
 - D. Test the audience's response and revise the presentation accordingly.

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